



**Peer-Feedback of Recorded Videos to Improve Students' Pronunciation Using
Padlet**

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Speaking English is considered an important ability to interact with other people because it is spoken anywhere daily (Efrizal, 2012). Among the advantages students have when developing this skill are "...expressing their emotions, ideas, say stories, requests, talk, discuss and show the various function of language" (p. 130). Besides, Nunan (1991) mentioned that mastering the art of speaking is simply the most essential aspect when learning a second language, and success can be measured in terms of ability when speaking.

Bashir et al. (2011) described in their research in English as a foreign language that listening and speaking skills are considered essential components for interaction. The last one is a productive skill and involves more than just pronouncing words. According to Boonkit (2010), there is a variety of factors related to the speaking skill that are considered for effective English-speaking performance, for instance, pronunciation. This is considered an important sub-skill to build fluency in English as second language speakers. Gilakjani and Sabouri (2016) agreed that English pronunciation is "very important for oral communication and the communicative competence" (p. 195).

Psychological factors are among the problems that learners struggle with when attempting to express their thoughts successfully in a second language. That is why they cannot hold a conversation and look for the appropriate words and expressions. Other problems are the lack of vocabulary, grammar mastery, clear pronunciation, input of English outside the class, confidence, and the English-speaking curriculum development (Leong & Ahmadi, 2017; Wahyuningsih & Afandi, 2020).

Additionally, Leong and Ahmadi (2017) pointed out EFL learners have little time to participate in large classes because while one student speaks, the others are trying to hear. So, these students feel limited or do not participate at all.

The Ecuadorian curriculum established intelligible pronunciation as one of the competences that students need to achieve when finishing BGU. Also, it describes a B1 user is able to speak confidentially in familiar topics. However, there are a few hours to develop this skill (Ministerio de Educación, 2016).

Research emphasizes the effectiveness of peer-feedback to enhance the speaking skill supported by technology for example the use of mobile-assisted peer-feedback and using online peer-feedback through blogs (Wu & Miller, 2020; Yeh et al., 2019). Likewise, Santoso and Taufiq (2018) analyzed the use of video recording to reflect the speaking performance.

In Ecuador, there are several studies to improve speaking (Abad, 2020; Oña, 2019; Yépez, 2019; Zambrano, 2019). Some have used recorded videos (Yépez, 2019; Zambrano, 2019), and other recorded voices and collaboration (Oña, 2019). Two of them implemented peer-feedback of recorded videos and the last one used WhatsApp voice messages (Oña, 2019; Yépez, 2019; Zambrano, 2019). Finally, a research that implemented Padlet as a technological resource where students store their videos to self-assess speaking performance (Mendoza, 2020). All of them reported positive results.

Despite few researchers have addressed studies on peer-feedback through Information and Communication Technology (ICT) to improve pronunciation, there is little research about using Padlet for this purpose. Even though there is one of the above mentioned that have implemented Padlet as a tool to post videos and self-assess (Mendoza, 2020), there is no one that have implemented it with students with a Pre- A1 level.

Fifteen students from a high school in Huaquillas struggle with the ability to speak in English. Their pronunciation is not clear so it is hard to understand their ideas. Besides, difficulties such as lack of vocabulary, grammar mistakes and low confidence, limit these learners to develop the speaking skill.

The present study will take place with these students. Their English level is Pre-A1 English level according to an online placement English test took in the English First website. They will be involved in some speaking productive activities in order to improve their pronunciation. This study aims to investigate to what extent peer-feedback improves participants' pronunciation and to explore what their perspectives are towards the innovation.

Literature Review

This section covers the main topics involved in this proposal. The terms that will be discussed are speaking, pronunciation, peer-feedback, Padlet, and Backward Design to have a better understanding of each component.

Speaking

According to Mustafayeva (2018), speaking is one of the most essential skills when learning a foreign language. Besides, he mentioned this as a demanding skill as it is the skill of oral communication and lets people express human thoughts, ideas, or information.

Rao (2019) considered speaking an active skill because learners have to produce sentences by themselves, practice a lot, learn vocabulary, and grammar use. He also mentioned that developing speaking skills is considered a difficult process because students need to produce ideas at the same time.

In the same vein, Leong and Ahmadi (2017) remarked on two specific characteristics of the speaking skill: fluency and accuracy achievement. The first

characteristic refers to the ability to speak in a way people can understand without interrupting communication. The second characteristic suggests that learners need to use words and expressions correctly. That means being able to use grammatical structures, vocabulary, and pronunciation properly. Grammar is the analysis of words and how they are arranged together into sentences. So, to speak clearly and effectively, studying grammar is necessary (Debata, 2013). Vocabulary is considered one of the main elements to learn a language because when students learn new words, automatically the skills such as listening, speaking, reading, and writing comprehension and production will also boost. Students can learn vocabulary through productive class activities (Al-Jarf, 2017).

Similarly, Leong and Ahmadi (2017) stated that students of a foreign language should master phonological rules, recognize the variety of sounds and be conscious of their corresponding pronunciation. Consequently, the learner will be able to speak English accurately.

Moreover, Gani et al. (2015) sustained that mastering the ability to speak shows that the learner knows how to use the language. In the same way, Oradee (2012) stated that when the speaker has developed the speaking skill, he demonstrates possession of precise knowledge of the language since success in a foreign language is measured in terms of the ability to hold a conversation.

However, Wulandari (2019) indicated some difficulties that learners face when speaking in a second language. For instance, psychological aspects may interrupt students to produce the target language. Examples are self-confidence, and anxiety.

On the other hand, lack of practice outside classes limit students to be exposed to the language. That is why the author emphasized the use of media to extend opportunities that let students interact with extensive practice.

Pronunciation.

Richards and Schmidt (2013) defined pronunciation as how words are spoken and a process of constructing meaning. Levis and Grant (2003) agreed that intelligible pronunciation is important to communicate effectively. That is when speech is possible to be understood. Most students consider it as an essential component when learning English.

In his study, Gilakjani (2011) explained that pronunciation is viewed as a subskill of speaking and hence the most important skill because with good pronunciation, a speaker is intelligible. He also concluded that the pronunciation subskill must be considered an essential and integral characteristic of communication instead of an individual production of isolated words or sounds. Moreover, Gilakjani (2011) highlighted the importance of developing English pronunciation. He affirmed that learning and teaching a foreign language “impact learners' communicative competence and performance” (p.1).

Nevertheless, Szpyra (2014) recognized that pronunciation is one of the most difficult skills to master, that is why teachers focus mostly on other areas of language such as grammar and vocabulary to achieve desirable results. He also mentioned that poor attention is paid to the pronunciation skill in English coursebooks in comparison with other skills.

Peer-feedback

Liu and Hansen (2002) defined peer-feedback as the "use of learners as sources of information and interactants for each other in such a way that learners assume roles and responsibilities. It normally takes a formally trained teacher, tutor, or editor in commenting on and critiquing each other's drafts in both written and oral formats" (p.1). Yeh et al. (2019) stated that the process of sharing and giving feedback among students

is helpful because it lets learners gain possession of their learning and develops their critical thinking and feedback skill.

The principle of peer-feedback is explained by Vygotsky's Social-Constructivism Theory which emphasizes the importance of interaction with others to construct meaning. That is, cognitive development is mainly a function of external factors such as cultural, historical, and social interaction. Constructivism refers to "learning as a process of constructing meaning and how people make sense of the experience" (1986, as cited in Amineh & Asl, 2015, p.1). In that sense, working with peers is helpful for students since they feel motivated and engaged in the process of learning. When they know that there will be an audience to listen to their jobs, they will make more effort to achieve a task and do their best (Kleanthous & Cardoso, 2016).

According to Liu and Lee (2013), peer-feedback helps learners internalize the connection between recommendations and accomplishments. Consequently, it encourages students to improve their performance. Kim and Mathes (2001) highlighted the objective of feedback is to "help learners recognize a problem with their production, resulting in the correct form of being used following feedback" (p. 57).

Atay and Kurt (2016, as cited in Khusnia, 2015) sustained some benefits of applying peer-feedback in class, for instance, working with peers to practice instead of just focusing on the teacher's instruction. Furthermore, anxiety can be reduced and motivation increased. Students grow in confidence because expressing what one's think requires confidence. Finally, it helps learners be more responsible in their learning process.

Padlet

Padlet is a free website that allows users to have a virtual wall and let them post pictures, make comments, and add videos. People can see them through the link or

connect directly with that specific wall. Any participant can work collaboratively viewing, adding, or rearranging content on the wall. Another characteristic is that a person can get access to it from any device (Fisher, 2017).

Fuchs (2014) confirmed that Padlet “provides a free, multimedia friendly wall which can be used to encourage whole class participation and assessment” (p.7). To start using this tool, learners should go to padlet.com and click on “create something”. Then the wall is ready to use but of course, there are some personal modifications to do such as writing a title, changing the background image, display of post, and editing privacy choices. The next step is, clicking on the wall to have a box open where learners can type, drag documents, take pictures, and add audio or video clips. The other participants can make contributions in real-time writing on the wall so everyone can see.

In the same way, Fuchs (2014) described the benefits of using technology tools such as Padlet in class: increasing confidence, especially if it has the options to be anonymous, it gives students more freedom and experimentation. It encourages learners to participate in class because they are drawn to technology. Besides, teachers can have a complete idea of the whole class learning process because there is real-time participation. Finally, Beltrán (2019) affirmed that “...it provides the teaching process with a higher flexibility of time and space for collaborative learning...” (p.203).

On the other hand, Syahrizal and Rahayu (2020) examined some difficulties when implementing ICT in the classroom. Internet connection is considered the most frequent issue students deal with because it can be frustrated when the internet is limited. In addition, there might be some link errors that obligate learners to look for other media to submit them causing discomfort. He also mentioned some psychological aspects of using Padlet like the idea of sharing a video and waiting for others to watch

and comment, this makes learners feel worried and insecure. Besides, they consider that public comment will impact how people will see them in real life.

Backward Design

This is one of the three curriculum approaches for language teaching programs. It begins by stating the learning results required to achieve at the end of a curriculum program (Wiggins & McTighe, 1998). Furthermore, Richards (2013) established backward design as “a specification of learning outcomes and to use these as the basis for developing instructional process and input” (p. 20).

To sum up, this proposal is aimed at enhancing English as a Foreign Language spoken pronunciation development through peer-feedback using video recordings on the Padlet platform. Students’ training will be based on Communicative Language Teaching (CLT) principles in order to improve speaking pronunciation. To make sure students give correct feedback, they will have a guide from the teacher that will practice vocabulary with appropriate pronunciation in class before attempting to record their own videos. Through peer-feedback students will realize how they could improve their performance regarding speaking and pronunciation skills. The researcher will address the following questions:

1. To what extent will peer feedback improve pronunciation?
2. What is student’ perception about this innovation?

Innovation

The researcher will use a backward design plan to implement the use of video recordings through Padlet to provide peer-feedback. The objective of this treatment is to improve students’ pronunciation skills and vocabulary through giving one another effective feedback using video recordings and a free platform called Padlet for students to both upload the videos and provide feedback.

Materials will be selected according to students' English level which includes information guide cards. These cards are created by the author of this study as a template to develop a topic. It has detailed guidance where students can follow to have a better idea of what to start talking about (See appendix A). The topics will be diverse such as sports, food, entertainment, music, and movies, among others.

The innovation will have a duration of 4 weeks divided into 14 class periods and 10 hours of autonomous practice at home through the help of Duolingo (<https://es.duolingo.com/>). This is an online learning language platform where students have a variety of language courses. It is also available as an application on Android so students can download it on their electronic devices. This program is similar to an individual tutor and encourage students because its game-like activities (Teske, 2017). Hence, students can learn vocabulary and practice pronunciation at the same time.

Fifteen students of the second year of bachillerato from a public high school will participate in the project. All activities will be based on an A1 English Level. A total of four videos will be recorded during the innovation. The teacher will ask students to record one pre-video about a daily topic, two of them when practicing feedback, and the last one to grade performance improvement.

During the first class, the teacher will introduce two videos and ask students to look for differences regarding pronunciation. The objective of this activity is to make students realize the importance of correct pronunciation. Then the teacher will ask students to record a first video by choosing from a variety of topics, and explaining the components that will be assessed.

The innovation combines in-class sessions and autonomous practice at home. The synchronous hours focus on the explanation of vocabulary and pronunciation tips, use of a rubric, and how to provide effective feedback. Regarding free practice,

participants will listen, and learn vocabulary as much as they want by selecting topics they like the most.

There will be training to teach learners how to give feedback. Students will practice giving feedback one another. The feedback will be based on a rubric so that students can make comments to their partners. The teacher will work with examples in groups to practice giving feedback to reflect and guarantee peers' progress in performance.

After that, students will get familiar with the Padlet platform. This will be the virtual tool to upload the videos they record. Besides, each student will be able to watch and give feedback to their peers regarding the video uploaded on the platform. On the other hand, they will see what others have commented on their videos as well. The final product will be the last video using a card guide and will be assessed with the rubric (See appendix C).

Methodology

The current study will follow an action research design. Huang (2010) defined action research as a process that allows “creation of knowledge that arises in a context of practice and requires researchers to work with practitioners” (p.93). It is used widely by teachers that want to enhance their teaching practice.

Qualitative and quantitative approaches will be used to attempt to answer two research questions:

1. To what extent will peer feedback improve pronunciation?
2. What is students' perception about this innovation?

The qualitative instruments will explore students' perspectives of experiencing peer-feedback of recorded videos. For this purpose, a survey will be used to know students' insight about providing feedback, developing the speaking skill, and the use of

Padlet as a technological resource. On the other hand, quantitative instruments will be measured the impact on students' pronunciation progress. A pre-test (first video) and a post-test (last video) will be applied to measure speaking abilities, especially the subskill of pronunciation level of each student, and evaluated with a rubric.

Participants

Fifteen young students, aged from 15 to 18 years, of a public high school in Huaquillas city will be part of this study. They are nine females and six males. They all are from low and media economic statuses. All of them are Spanish speakers without background English instruction from schools. Besides, participants belong to the second Bachillerato of the Foreign Trade career. According to the results obtained from a placement test, students had a pre-A1 English level within the Common European Framework of Reference (CEFR). Participants took an online test to measure their English level at the EF website (<https://www.ef.com.ec/test/ec/>).

Instruments

Instruments for the study include a survey towards attitudes regarding this innovation and an evaluation of a first and a four video assessed with a rubric before and after the implementation.

Pre and Post-test.

Students will record the first video and then peer evaluate it according to a rubric. Then another video will be recorded based on their peers' feedback. When finishing the innovation, the first and last video will be evaluated based on a rubric to verify the quality of videos.

In order to assess students' speaking performance, a rubric will be implemented (See appendix C). The rubric covers topics such as grammar and vocabulary, pronunciation, and fluency. Each component will be evaluated on four points and will

use an adaptation of the A2 level evaluation scales of Cambridge (University of Cambridge Local Syndicate, 2008). The rubric will be applied in participants' mother tongue and translated into English.

This instrument is geared towards answering question 1: To what extent will peer feedback improve pronunciation? To guarantee validity of data, two other colleagues from different institutions will score students' posttest.

Survey.

A survey to explore students' perspectives towards the application of this study regarding giving peer-feedback of video recordings facilitated by Padlet will be implemented to all participants at the beginning and after the intervention. It has six open questions related to learners' perception when speaking in the classroom and being assessed by peers (See appendix B). This instrument was chosen to answer question 2: What is students' perception about this innovation? The sentences will be written in learner's mother tongue and in English due to their English proficiency level.

Data Analysis

To answer the research question: To what extent will peer feedback improve pronunciation? Results obtained from the pre- and post-video, regarding students' pronunciation progress, will be entered in an Excel spreadsheet, imported to the SPSS program to get descriptive statistics. Then the effect size will be calculated in an online calculator (<https://lbecker.uccs.edu/>). These data will be presented in form of tables.

To answer the second research question: What is students' perception participating in this innovation? Results obtained from participants' responses to the survey which is aimed to measure how students' feel about providing peer-feedback of videos recordings facilitated by Padlet, will be coded and organized to be analyzed

qualitatively. Then the data will be transcribed in an Excel spreadsheet, and imported to the SPSS program to be examined and compared.

Ethical Considerations

Institutional permission will be asked. A letter to the principal of the high school will be sent. In addition, students will be informed about the purpose of the study and the importance of the study in the educational field. Participants' parents will decide if students will take part of the project. Parents will be asked to sign a letter of consent as they are minor learners. Permission to record videos and take photos will be also asked. Confidentiality will be guaranteed, students' names will not be needed, they will remain anonymous.

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Appendix A

Information guide card

Available upon request.

Appendix B

Survey

Available upon request.

Appendix C

Rubric

Available upon request.

Appendix D

Lesson Plan

Available upon request.